

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12775 E. Mary Ann Cleveland Way, Vail, AZ 85641

Vail Unified District

AZ LEARNS¹

High School Achievement Profile (a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Tricia L. Pena
 Schedule : 08:00 AM to 04:00 PM
 Grades : 9-12
 Web Address : chs.vail.k12.az.us/
 Phone Number : (520) 762-2802
 Fax Number : (520) 762-2801
 E-mail : penat@vail.k12.az.us

Mission

Vision Statement: Cienega High School will create an educational environment utilizing partnerships among community, parents, and staff to assist students in maximizing their academic potential and promote lifelong learning.

Mission Statement: CHS - Connections, High standards, Success

School / Academic Goals

- ü Academics Focus: Math
Sophomores will increase test scores for Strand 1, Number Sense and Operations, over last year's 10th grade scores by 5% as measured on the 07 AIMS math test. Progress will be monitored through benchmark/formative assessments.
- ü Academic Focus: Writing
Sophomores will increase the 'Word Choice' test score by 5% from 3.5 (2006 score) to 3.8, as measured on the 07 AIMS writing test. Progress will be monitored through benchmark, formative and prescribed vocab assessments.
- ü Academic Focus: REACH-teaching practices
100% of certified staff will visit one classroom per semester for a minimum of 30 minutes to observe best teaching practices. One observation is to be within and one outside the content area of the teacher.
- ü Mission Statement Focus: Connections
100% of certified staff members will attend three extra curricular student events each semester. Staff will interact with at least one individual student at each event attended. One event will be non-athletic.

Enrollment

October 1, 2005 School Year Student Enrollment : 1622
 Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 35

Instructional Programs

- ü 22 Credit Grad Req, Advisor Base
- ü Block Scheduling (95-minute Blocks)
- ü Freshman Academy, Senior Exit Project
- ü Fine and Performing Arts
- ü Honors/AP Offerings
- ü Dual Enrollment-Pima Community College
- ü CTE:Bldg Trades/Mktg/Ag Sci/Photo/Media
- ü Math Standards Reteach/Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 50 minutes
First Day of School :	7/22/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Cienega's responsibilities follow the mission of the Vail School District: To provide parents with safe and nurturing school communities where their children can obtain a quality education.

Parents

Parent responsibilities include communication with the school, support of the established academic standards and expectations, Code of Conduct, dress code, attendance and athletic/activity policies, and to work as partners for the well-being of their students.

Transportation Policy

Vail School District provides bus service to high school students meeting varying schedules. To Cienega: 7:00 A.M. activity bus for zero hour, regular schedule transportation, and a 6:00 P.M. evening activity bus.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Principal of the Year	2005
ü UA/Circle K Outstanding High School Faculty Award	2004
ü UA/Circle K Outstanding High School Faculty Award	2005
ü UA/Circle K Outstanding High School Faculty Award	2006

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	393	533	71130	92	100	95	717	714	701	5	8	23	12	12	13	64	62	51	19	18	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	210	258	35465	95	98	96	714	713	702	5	7	21	12	12	13	65	62	53	18	18	13
Male	183	275	35648	88	100	94	719	716	701	5	9	24	12	12	12	62	61	50	20	19	14
African American	30	32	3868	97	100	95	709	707	686	3	6	33	17	16	17	67	66	45	13	13	6
Hispanic	86	120	25103	90	98	95	706	704	685	9	11	34	21	20	16	53	54	45	16	15	5
Asian/Pacific Islander	10	15	1805	100	100	98	NA	737	731	NA	7	9	NA	NA	7	NA	60	50	NA	33	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	263	362	36075	92	100	95	720	718	715	5	7	12	9	9	9	67	64	58	19	19	21
Students with Disabilities	NC	16	5862	NC	39	71	NC	678	658	NC	31	63	NC	25	15	NC	44	20	NC	NA	2
Students without Disabilities	387	517	65268	98	100	98	717	715	705	5	7	19	12	12	12	64	62	54	19	19	15
Limited English Proficient Students	NC	NC	4859	NC	NC	93	NC	NC	662	NC	NC	64	NC	NC	15	NC	NC	20	NC	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	39	58	22957	80	91	93	708	704	685	5	9	34	15	17	17	67	64	44	13	10	5
Non-Economically Disadvantaged	354	475	48173	93	100	96	718	716	709	5	8	17	12	11	11	63	61	55	19	19	18

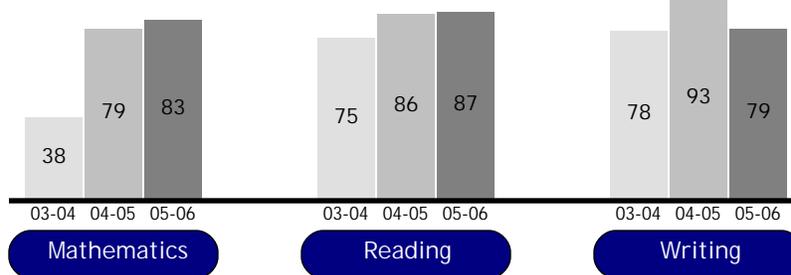
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	421	563	73018	97	100	97	722	721	703	1	2	6	12	12	23	75	74	64	12	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	219	266	36181	99	100	97	726	725	708	0	1	4	11	11	21	74	73	65	15	15	9
Male	202	297	36816	96	100	96	718	718	699	2	3	7	13	12	24	75	74	62	9	10	7
African American	31	33	3976	100	100	96	721	722	689	NA	NA	8	6	6	29	81	79	59	13	15	3
Hispanic	93	128	25801	98	100	96	710	708	683	3	4	10	20	17	34	69	73	53	8	5	3
Asian/Pacific Islander	10	15	1812	100	100	98	NA	731	722	NA	NA	3	NA	7	15	NA	73	66	NA	20	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	282	382	37024	97	100	97	726	725	721	1	2	2	10	10	12	76	74	73	13	14	13
Students with Disabilities	27	37	7170	77	90	85	658	664	654	15	11	23	63	57	47	22	32	29	NA	NA	1
Students without Disabilities	394	526	65848	99	100	98	726	725	708	1	1	4	8	9	20	78	77	67	13	13	9
Limited English Proficient Students	NC	NC	5099	NC	NC	95	NC	NC	641	NC	NC	29	NC	NC	59	NC	NC	12	NC	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	48	67	23912	98	100	94	708	707	681	NA	NA	10	21	19	36	73	75	52	6	6	2
Non-Economically Disadvantaged	373	496	49106	97	100	98	724	723	714	2	2	4	11	11	16	75	74	69	13	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	407	548	72810	94	100	96	699	698	685	0	1	6	20	20	30	75	74	58	4	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	214	261	36111	96	100	97	707	708	695	0	0	4	12	11	23	81	81	65	7	8	8
Male	193	287	36678	92	100	95	689	689	674	1	2	9	28	28	36	69	68	52	2	2	3
African American	30	32	3962	97	100	96	690	691	675	NA	NA	8	33	31	33	67	69	55	NA	NA	3
Hispanic	90	124	25735	95	100	96	693	693	669	NA	2	10	29	27	41	67	66	48	4	5	2
Asian/Pacific Islander	10	15	1809	100	100	97	NA	718	704	NA	NA	4	NA	7	19	NA	80	65	NA	13	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	272	372	36915	93	100	97	701	700	697	1	2	3	16	17	21	79	77	67	4	5	8
Students with Disabilities	16	27	7071	46	66	84	657	666	634	6	7	24	63	56	53	31	37	21	NA	NA	1
Students without Disabilities	391	521	65739	98	100	98	700	700	689	0	1	4	18	18	27	77	76	62	5	5	6
Limited English Proficient Students	NC	NC	5046	NC	NC	94	NC	NC	621	NC	NC	31	NC	NC	56	NC	NC	12	NC	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	43	62	23814	88	97	94	694	692	667	NA	NA	10	23	24	41	72	73	47	5	3	2
Non-Economically Disadvantaged	364	486	48996	95	100	97	699	699	693	1	2	4	19	19	24	76	74	64	4	5	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	99	53	NA	42	97	62	61	51	99	63	65	52
	Language	99	54	54	42	97	59	59	50	99	63	65	50
	Mathematics	99	69	69	63	97	59	58	50	99	58	61	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Approve Annual School Goals
- Ü Write/Approve Discipline Plans/Handbooks
- Ü Review/Approve Educ. Enrichment Plans
- Ü Review/Approve Spec. Prog./Field Trips
- Ü Review/Approve Annual School Budget
- Ü Review/Approve Calendar/Curric./Schedule

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	4.00	Teacher	77.00
Other Professional Staff	10.50	Teacher Aide	23.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	18	11	0	0
4 to 6 years	10	10	0	0
7 to 9 years	5	3	0	0
10 or more years	9	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Dining/Fine Arts Center/Blackbox Theatre
- Ü Library/2 Gymnasiums/Wrestling Room
- Ü Computer Labs/Media/Photo studios
- Ü Greenhouse/Building Trades shop/yard

Extracurricular Activities

- Ü Choir/Drama/Art/Student Council
- Ü DECA/FBLA/FFA/Skills USA/VICA/FCCLA
- Ü Literary Society/Odyssey of the Mind
- Ü Spiritline/Athletics-3 Levels
- Ü Mock Trial, Academic Decathlon, NHS
- Ü Color Guard, Winter Guard, Band
- Ü Link Crew, Key Club, Community Cares
- Ü Foreign Language/Culture Clubs

Social Services

- Ü Pima Community College -SE Education Ctr
- Ü Pima Co. Parks & Rec. Fields Partnership
- Ü Positive Behavioral Support
- Ü PITCH-Pos Intractn-Connctns High Stndrds
- Ü Childfind
- Ü Pima Community College Dual Enrollment
- Ü Univ. of AZ Extension
- Ü Student Services Support

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Improved math and reading AIMS test scores for 05/06.

- ü Labeled by State as an excelling school.

- ü Received North Central Accreditation in 2004.

- ü Athletic Region Champions in several sports in years 2001, 2004, 2005, and 2006. Also awarded the Boyd B. Baker Sportsmanship in 2004 and 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	92	89	88	73
Graduation Rate ⁶	91	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Advisor Base, parent workshops, student assemblies, security team of eight members and visibility of staff are ways Cienega is promoting a safe and orderly climate for learning. Security, staff and volunteers keep the campus continually monitored. Administration is highly visible during campus hours and at all student activities and athletic events.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

27

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	DeAnn Smith	(520) 762-2802
Transportation Policy	Al Flores	(520) 762-2050
Community Resources	Jeff Rutherford	(520) 762-2457
School Nutrition Programs	Marilyn Bennett/Lora Eaglen	(520) 762-2035
Parent Organization	Mary Murray	(520) 762-2802
Student Health/Nurse	Chris Conte	(520) 762-2814

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 1720 Copies = \$502.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.